

Texturing Artist

(Job Role)

(Qualification Pack: Ref. Id. MES/Q2503)

Sector: Media and Entertainment

Textbook for Class XI



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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FOREWORD

The National Curriculum Framework–2005 (NCF–2005) recommends bringing work and education into the domain of the curricular, infusing it in all areas of learning while giving it an identity of its own at relevant stages. It explains that work transforms knowledge into experience and generates important personal and social values such as self-reliance, creativity and cooperation. Through work one learns to find one's place in the society. It is an educational activity with an inherent potential for inclusion. Therefore, an experience of involvement in productive work in an educational setting will make one appreciate the worth of social life and what is valued and appreciated in society. Work involves interaction with material or other people (mostly both), thus creating a deeper comprehension and increased practical knowledge of natural substances and social relationships.

Through work and education, school knowledge can be easily linked to learners' life outside the school. This also makes a departure from the legacy of bookish learning and bridges the gap between the school, home, community and the workplace. The NCF–2005 also emphasises on Vocational Education and Training (VET) for all those children who wish to acquire additional skills and/or seek livelihood through vocational education after either discontinuing or completing their school education. VET is expected to provide a 'preferred and dignified' choice rather than a terminal or 'last-resort' option.

As a follow-up of this, NCERT has attempted to infuse work across the subject areas and also contributed in the development of the National Skill Qualification Framework (NSQF) for the country, which was notified on 27 December 2013. It is a quality assurance framework that organises all qualifications according to levels of knowledge, skills and attitude. These levels, graded from one to ten, are defined in terms of learning outcomes, which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. The NSQF sets common principles and guidelines for a nationally recognised qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities.

It is under this backdrop that Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, a constituent of NCERT has developed learning outcomes based modular curricula for the vocational subjects from Classes IX to XII. This has been developed under the Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education of the Ministry of Education, erstwhile Ministry of Human Resource Development.

This textbook has been developed as per the learning outcomes based curriculum, keeping in view the National Occupational Standards (NOS) for the job role and to promote experiential learning related to the vocation. This will enable the students to acquire necessary skills, knowledge and attitude.

I acknowledge the contribution of the development team, reviewers and all the institutions and organisations, which have supported in the development of this textbook.

NCERT would welcome suggestions from students, teachers and parents, which would help us to further improve the quality of the material in subsequent editions.

HRUSHIKESH SENAPATY

Director

New Delhi
September, 2020

National Council of Educational
Research and Training

ABOUT THE TEXTBOOK

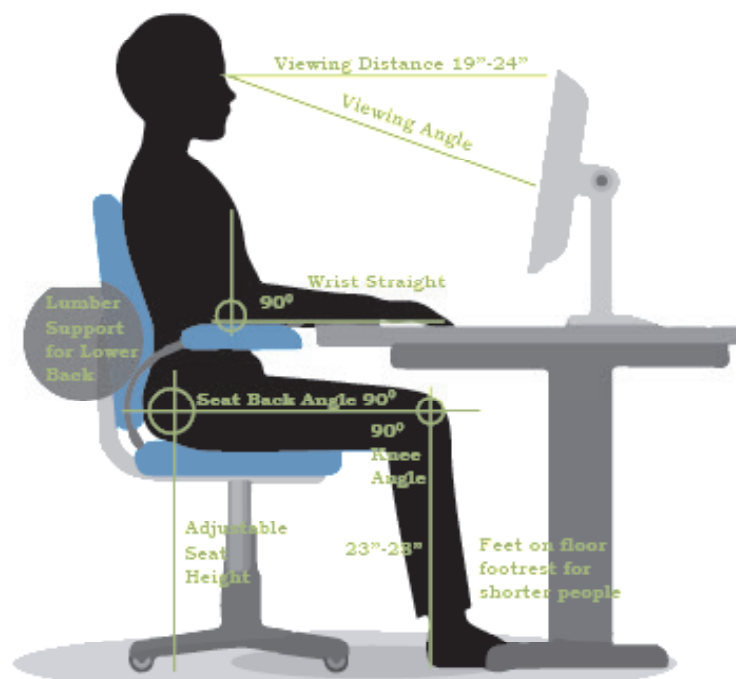
Indian animation companies are creating animated multimedia content for film and animation industry. One of the key stages in the production of animated content is texturing, which is done by a 'Texturing Artist'.

A Texturing Artist creates and modifies textures and mounts them on 3D models. The textbook on the job role of a Texturing Artist has been developed to impart knowledge and skills through hands-on-learning experience.

The textbook has been developed with the contribution and expertise provided by subject and industry experts and academicians for making it a useful and enriching teaching-learning resource material for vocational students. Care has been taken to align the content of the textbook with the National Occupational Standards (NOSs) for the job role so that they acquire necessary knowledge and skills as per the performance criteria mentioned in the respective NOSs of the Qualification Pack. The textbook has been reviewed by experts so as to ensure that the content is not only aligned with the NOSs but is also of high quality.

Unit 1 of the textbook explains the colour theory, which includes the principles of colour theory, colour wheel, digital colour wheel, RGB display mechanism and colour schemes. Unit 2 focuses on the various aspects of digital photography, camera angles and movements and pre-production. Unit 3 deals with the various tools of Adobe Photoshop for drawing and painting. This software has been used as an exemplar for developing understanding about the various tools used in texturing, as most teachers or trainers are familiar with it. Unit 4 will help students to learn about the lighting in photography and correct exposure in terms of depth of field and recording of movement.

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Correct posture while sitting in front of a computer

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CHILDREN'S BILL OF RIGHTS

A child is every person under the age of 18 years. Parents have the primary responsibility for the upbringing and development of the child. The State shall respect and ensure the rights of the child.

Dignity and Expression

- I have the right to know about my Rights. *(Article 42)*
- I have rights being a child and no matter who I am where I live, what my parents do, what language I speak, what religion I follow, whether I am a boy or a girl, what culture I belong to, whether I am disabled, whether I am rich or poor. I should not be treated unfairly on any basis. Everyone has the responsibility to know this. *(Article 2)*
- I have the Right to express my views freely which should be taken seriously, and everyone has the Responsibility to listen to others. *(Article 12, 13)*
- I have the Right to make mistakes, and everyone has the Responsibility to accept we can learn from our mistakes. *(Article 28)*
- I have the Right to be included whatever my abilities, and everyone has the Responsibility to respect others for their differences. *(Article 23)*

Development

- I have the Right to a good education, and everyone has the Responsibility to encourage all children to go to school. *(Article 23, 28, 29)*
- I have the Right to good health care, and everyone has the Responsibility to help others get basic health care and safe water. *(Article 24)*
- I have the Right to be well fed, and everyone has the Responsibility to prevent people from starving. *(Article 24)*
- I have the Right to a clean environment, and everyone has the Responsibility not to pollute it. *(Article 29)*
- I have the Right to play and rest. *(Article 31)*

Care and Protection

- I have the Right to be loved and protected from harm and abuse, and everyone has the Responsibility to love and care for others. *(Article 19)*
- I have the Right to a family and a safe and comfortable home, and everyone has the Responsibility to make sure all children have a family and home. *(Article 9, 27)*
- I have the Right to be proud of my heritage and beliefs, and everyone has the Responsibility to respect the culture and belief of others. *(Article 29, 30)*
- I have the Right to live without violence (verbal, physical, emotional), and everyone has the Responsibility not to be violent to others. *(Article 28, 37)*
- I have the Right to be protected from economic exploitation and sexual exploitation, and everyone has the Responsibility to ensure that no child is forced to work and is given a free and secure environment. *(Article 32, 34)*
- I have the Right to protection from any kind of exploitation and everyone has the Responsibility to ensure that I am not being subjected to be taken advantage in any manner. *(Article 36)*

IN ALL ACTION CONCERNING CHILDREN, THE BEST INTERESTS
OF THE CHILD SHALL BE A PRIMARY CONSIDERATION

All these rights and responsibilities are enshrined in the United Nations Convention on the Rights of the Child, 1989. It contains all the rights which children have all over the world. The Government of India signed this document in 1992.

Source: National Commission for Protection of Child Rights (NCPCR), Government of India